

Course: IP11 (Public Safety I)	Semester: TBD
Unit: 11.0 - Emergency Medical Services	Duration of Unit: 14 Hours
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
Main Standards: • 11.01: Understand the types of careers in Emergency Medical Services • 11.02: Understand the job requirements in the field of Emergency Medical Services • 11.03: Analyze case studies to determine roles and responsibilities of persons in the field of Emergency Medical Services	
Supporting Standards (if any):	
Essential Questions: • What ethical concerns could present themselves when working in EMS? • What are the basic requirements to work in EMS? • What are some desired character traits and professional skills necessary to work in EMS?	
Student-Friendly Learning Targets: • I Can differentiate the various levels of credentials within EMS careers. • I Can describe the four nationally recognized EMS credentials • I Can understand the importance of scene safety and personal protective equipment • I Can differentiate	
Essential Vocabulary	
Key Academic Vocabulary: Emergency Medical Responder (EMR), Emergency Medical Technician (EMT), Advanced Emergency Medical Technician (AEMT), Paramedic (Medic), Ambulance, Primary Service Area, Vital Signs, HIPPA, Confidentiality, Protocols, Medical Direction, Personal Protective Equipment (PPE), Advanced Life Support (ALS), Basic Life Support (BLS), Scene Size Up, Scope of Practice, Chronic Condition, Patient Assessment, Emergency Medical Dispatch (EMD), Triage	
Scaffolded (Review) Academic Vocabulary:	

PLC Question Two: How will we know when students have learned?		
Assessment and Evidence		
Classroom Assessments: • Vocabulary Quiz • WebQuest (2) • Summative		
Proficiency Scales		
Score 4.0	The student will: • Differentiate the different levels of credentials in EMS, describing the major differences in patient care responsibilities • List the hiring requirements and describe quality characteristics required of EMS workers • Perform basic vital sign assessment	
Score 3.0	The student will: • List the various levels of credentials in EMS • Discuss the training and education requirements for EMS • Explain the roles of the EMS worker	
Score 2.0	The student will: • Know that there are different levels of credentials in EMS • Have a basic understanding of training and education requirements for EMS • Understand what EMS personnel do on the job	
Planning Question: How will teachers facilitate the learning?		
Daily Lesson Planning	Daily Reminders:	Supporting Resources & Equipment
Segment 1 - Vocabulary Introduction Time: 30 min Opening/Sponge/Motivator: • Explain how Word Searches help learn the structure and spelling of new words Activity: • Word Search - (Click on Link) Assessment: • Check for understanding Closure: • Explain that some people may need more time to finish but to move onto the Crossword	Engagement: • Remind students to stay on task and bring up assignment as completed Student Interactions: • You might allow ESL or SE students to work with peer mentors or in small groups • Word searches can be very difficult and frustrating for some students - particularly dyslexia Student Reminders • Remind students to stay on task as there is more to the assignment	• Word Search • word Search Answer Key • Highlighter/pen/pencil • Instructor copy of vocabulary list (not for student handout unless using for students with IEP)

Segment 2 Time: 30 Min Opening/Sponge/Motivator: - Explain the crossword is a fun way to begin to learn definitions. Tell them the crossword clues are the definitions that will be on the quiz Activity: - Crossword Puzzle Assessment: - Check for understanding Closure - Explain that some people might need more time to finish but move on to the next segment	Engagement: - Remind students to stay on task and bring up assignment as completed Student Interactions: - You might allow ESL or SE students to work with peer mentors on in small groups Student Reminders - Remind students to stay on task as there is more to this assignment	Crossword Crossword Answer Key - Pen/pencil
Segment 3 Time - 30 min Opening/Sponge/Motivator - Explain the importance of breaking words down and dissecting for further understanding Activity - Vocabulary flashcards using the Frayer Model of flashcards Assessment - Flashcards are graded Closure - Explain that some people might need more time to finish but move on to next segment	Engagement: - explain and show examples of Frayer Model flashcards Student Interactions: - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task	Frayer Model of flashcards Frayer Model of Flashcards explanation - Index cards

Segment 4 Time: 30 min Opening/Sponge/Motivator - Ask students to describe the job of EMS in their own words Activity - Lecture: Introduction to Emergency Medical Services Assessment - Check for understanding Closure: - Discuss the importance of EMS and other emergency services working together to ensure a safe and secure community/nation	Engagement: - Engage students during presentation of slides Student Interactions: - Students should be interacting through open discussion and feedback during presentation to ensure understanding Student Reminders - Remind students that information in this presentation will be tested	PowerPoint - Intro to EMS - Computer/smartboard - White Board
Segment 5 Time: 30 min Opening/Sponge/Motivator - Give instructions for Web Quest Activity - Begin WebQuest: EMS Assessment - Grade the webquest assignment for accuracy Closure - Continue to next segment	Engagement: - Students will be working individually Student Interactions: - Walk among the students as they complete the webquest, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task, and that this material may be covered in a test	WebQuest Assignment (this could be digital or paper copy)

Segment 6 Time: 30 min Opening/Sponge/Motivator - Continue from previous segment Activity - Complete WebQuest: EMS Assessment - Grade WebQuest for accuracy Closure: - Explain that some people might need more time to finish but move on to next segment	Engagement: - Students will be working individually Student Interactions: - Walk among the students as they complete the webquest, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task, and that this material may be covered in a test	WebQuest Assignment (this could be digital or paper copy)
Segment 7 Time: 30 min Opening/Sponge/Motivator: - Discuss the importance of vocabulary, and the importance of being able to compare terms in appropriate context Activity: - Vocabulary Mind-Mapping Activity Assessment: - Check for understanding Closure: - Continue to next segment	Engagement: - Students will be working in small groups Student Interactions: - Walk among the students as they complete the activity, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task, and that this material may be covered in a test	Mind Mapping Instruction Sheet

Segment 8 Time: 30 min Opening/Sponge/Motivator: - Continue from previous segment Activity: - Vocabulary Mind-Mapping Activity Assessment: - Check for understanding Closure: - Explain that some people might need more time to finish but move on to next segment	Engagement: - Students will be working in small groups Student Interactions: - Walk among the students as they complete the activity, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task, and that this material may be covered in a test	Mind Mapping Instruction Sheet
Segment 9 Time: 30 min Opening/Sponge/Motivator: - Have students log into Quizlet.live and wait for the join code (Teacher must already have a quizlet vocab set created - then create a quizlet live game using that set) Activity: - Quizlet Live Vocabulary Review Assessment: - Check for understanding Closure: - Get feedback from students	Engagement: - Students will be working with small groups Student Interactions: - Teacher will be randomizing the teams several times throughout the games. - Get creative - have one game where they cannot talk to each other Student Reminders - Remind students to have fun but be respectful	- Student computers/Chromebooks - Internet connection - Smart Board - Quizlet study set from vocabulary list - created by teacher ahead of time

Segment 10 Time: 30 min Opening/Sponge/Motivator - Briefly review vocabulary words Activity - Teacher-made vocabulary quiz Assessment - Grade quiz for accuracy. (Optional: <i>you may consider allowing students to take the quiz multiple times until they can score 100 - this ensures they see the words and definitions repeatedly and increases familiarity</i>) Closure: - Move on to next segment	Engagement: - Students will be working individually on the quiz Student Interactions: - Walk among students to ensure academic integrity Student Reminders - Remind students that this information could be on a final test	Teacher should make his/her own vocabulary quiz and answer key
Segment 11 Time: 30 min Opening/Sponge/Motivator - Give instructions for Web Quest Activity - Begin WebQuest: EMS Roles & Responsibilities Assessment - Grade the webquest assignment for accuracy Closure - Continue to next segment	Engagement: - Students will be working individually Student Interactions: - Walk among the students as they complete the webquest, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task, and that this material may be covered in a test	WebQuest Assignment (this could be digital or paper copy)

Segment 12 Time: 30 min Opening/Sponge/Motivator - Continue from previous segment Activity - Complete WebQuest: EMS Roles & Responsibilities Assessment - Grade WebQuest for accuracy Closure: - Explain that some people might need more time to finish but move on to next segment	Engagement: - Students will be working individually Student Interactions: - Walk among the students as they complete the webquest, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task, and that this material may be covered in a test	WebQuest Assignment (this could be digital or paper copy)
Segment 13 Time: 30 min Opening/Sponge/Motivator: - Discuss the purpose of an autopsy Activity: - Autopsy Worksheet Assessment: - Check for understanding or grade for accuracy Closure: - Move on to next segment	Engagement: - Students will be working individually Student Interactions: - Walk among the students as they complete the assignment, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task, and that this material may be covered in a test	Autopsy Worksheet

Segment 14 Time: 30 min Opening/Sponge/Motivator: - Continue from previous segment Activity: - Autopsy Worksheet Assessment: - Check for understanding or grade for accuracy Closure: - Move on to next segment	Engagement: - Students will be working individually Student Interactions: - Walk among the students as they complete the assignment, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task, and that this material may be covered in a test	Autopsy Worksheet
Segment 15 Time: 30 min Opening/Sponge/Motivator: - Continue from previous segment Activity: - Autopsy Worksheet Assessment: - Check for understanding or grade for accuracy Closure: - Explain that some people might need more time to finish but move on to next segment	Engagement: - Students will be working individually Student Interactions: - Walk among the students as they complete the assignment, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task, and that this material may be covered in a test	Autopsy Worksheet

Segment 16 Time: 30 min Opening/Sponge/Motivator • Introduce the guest speaker Activity • Guest Speaker - invite a guest speaker from the EMS career field Assessment • None Closure: • Continue to next segment	Engagement: • Students will be listening to the speaker's presentation Student Interactions: • Students should actively participate in the presentation by asking relevant questions Student Reminders • Remind students to be attentive and respectful	• None
Segment 17 Time: 30 min Opening/Sponge/Motivator • Continue from previous segment Activity • Guest speaker Assessment • None Closure • Continue to next segment	Engagement: • Students will be listening to the speaker's presentation Student Interactions: • Students should actively participate in the presentation by asking relevant questions Student Reminders • Remind students to be attentive and respectful	• None

Segment 18 Time: 30 min Opening/Sponge/Motivator - Continue from previous segment Activity - Guest speaker Assessment - None Closure: - After the guest speaker leaves, have students write a brief summary of what they learned, liked, disliked about the presentation.	Engagement: - Students will be listening to the speaker's presentation Student Interactions: - Students should actively participate in the presentation by asking relevant questions Student Reminders - Remind students to be attentive and respectful	None
Segment 19 Time: 30 min Opening/Sponge/Motivator - Discuss the importance of review and study Activity - Unit Test Review Assessment - Check for understanding Closure: - None	Engagement: - Students are actively engaged in the review process by participating individually or in groups depending on the activity Student Interactions: - Guide the activity with the students' participation - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind the students to study	- Ideas for Review games: - Quizlet.com - Quizizz.com - Jeopardy - Trasketball

Segment 20 Time: 30 min Opening/Sponge/Motivator • None Activity • Unit Test Review Assessment • Check for understanding Closure: • None	Engagement: • Students are actively engaged in the review process by participating individually or in groups depending on the activity Student Interactions: • Guide the activity with the students' participation • You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders • Remind the students to study	• Ideas for Review games: ○ Quizlet.com ○ Quizizz.com ○ Jeopardy ○ Trasketball
Segment 21 Time: 30 min Opening/Sponge/Motivator • None Activity • Unit Test Review Assessment • Check for understanding Closure: • Discuss study strategies and test strategies	Engagement: • Students are actively engaged in the review process by participating individually or in groups depending on the activity Student Interactions: • Guide the activity with the students' participation • You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders • Remind the students to study	• Ideas for Review games: ○ Quizlet.com ○ Quizizz.com ○ Jeopardy ○ Trasketball

Segment 22 Time: 30 min Opening/Sponge/Motivator • Activity • Quick review prior to test (this is designed for test day) Assessment • Closure: • Prepare students for the test	Engagement: • Students are actively engaged in the review process by participating individually or in groups depending on the activity Student Interactions: • Guide the activity with the students' participation • You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders • Remind the students to study	• Ideas for Review games: ○ Quizlet.com ○ Quizizz.com ○ Jeopardy ○ Trasketball
Segment 23 Time: 30 min Opening/Sponge/Motivator • Review test taking strategies Activity • Unit Summative Assessment (teacher made) Assessment • Grade for accuracy Closure: • Prepare students for next Unit	Engagement: • Students will be working individually on the test Student Interactions: • Walk among students to ensure academic integrity Student Reminders • Remind students that this information could be on a final exam	• Teachers can access test questions using the unsecured item bank in SchoolNet for standard 11.0

Segment 24 Time: 30 min Opening/Sponge/Motivator - Review test taking strategies Activity - Unit Summative Assessment (teacher made) Assessment - Grade for accuracy Closure: - Prepare students for next Unit	Engagement: - Students will be working individually on the test Student Interactions: - Walk among students to ensure academic integrity Student Reminders - Remind students that this information could be on a final exam	Teachers can access test questions using the unsecured item bank in SchoolNet for standard 11.0
<i>PLC Question Three: What will we do when students have not learned?</i>		
<i>Interventions</i> - Reteach - Recovery - Peer teach - Alternative assignments		
<i>PLC Question Four: What will we do when students have learned?</i>		
<i>Enrichment</i>		
<i>Additional Information Related to the Unit:</i> SkillsUSA Connection(s): - Apply knowledge through the SkillsUSA Framework Notes: - If you are unable to get a guest speaker, an alternate solution would be to find an appropriate video to show the class demonstrating the job of EMS - The Autopsy worksheet is extra, and not tested on the credential exam		

Pacing from a comprehensive high school with 90 minute class periods:

Week 1

1. Vocabulary activities
2. Lecture: Intro to EMS
WebQuest: EMS
3. Vocabulary Mind-Mapping Activity
Quizlet Live vocabulary review game
4. Vocabulary Quiz
WebQuest: EMS Roles & Responsibilities
5. Autopsy Worksheet

Week 2

1. Guest Speaker
2. Unit review
3. Brief review
Summative Assessment